

## LESSON TITLE: THE MASSACRE AT FORT MISTICK

### GRADE/AUDIENCE:

- 9-10<sup>th</sup> Grade
- U.S. History

### STATE STANDARDS:

- C3: D2.His.6.9-12: Analyze the ways in which the perspectives of those writing history shaped the history they produced.
- CCSS.ELA-LITERACY.RH.9-10.6  
Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

### LESSON OBJECTIVES:

- Read and evaluate a primary source document and image.
- Interpret the author's perspective
- Create an account of events prior to and including the attack on Fort Mistick.

### LESSON OBJECTIVES FOR YOUR STUDENTS:

- Students will read and evaluate an excerpt from John Mason's *A Brief History of the Pequot War: Especially of the Memorable taking of their Fort at Mistick in Connecticut in 1637* as well as *The History of the Pequot War*, compiled by the Mashantucket Museum and Research Center.
- Students will examine the 1638 Underhill woodcut print depicting the attack on Fort Mistick.
- Students will create an accurate and unbiased account of the events of the attack on Fort Mistick by examining the different sources.

### COMPELLING / GUIDING QUESTIONS:

- How does the author's perspective influence the reader's thinking?
- What were the events leading up to the attack on Mistick Fort?
- What was the outcome of the attack?
- What is the same in the different sources? Is there anything that the sources do not agree on?

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### DESCRIPTION OF LEARNING TASKS / ACTIVITIES:

1. Days 1 & 2: Class will begin with a review of the events leading up to the burning of Mistick Fort
2. Students will then read the two sources and look at the image
3. The works will be discussed as a class with emphasis placed on the guiding questions and whether or not students believe the sources to be biased or unbiased.
4. Day 3: Students will work in small groups of 3 to 4 to create a timeline of the events of the massacre and a description of the event. They will do this by considering the multiple sources of information provided in the lesson and unit.
5. Students will briefly share their description of the event with the class to compare findings.

### TIME NEEDED FOR LESSON:

3 days (45 minute class periods)

### MATERIALS, RESOURCES, TECHNOLOGY NEEDED:

- 2 readings, 1 image
- Student worksheet

### PRIMARY OR SECONDARY RESOURCES (WORKS CITED):

- Mason, John and Paul Royster, ed. *A Brief History of the Pequot War*. Electronic Texts in American Studies. University at University of Nebraska-Lincoln, 2007.  
<http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1042&context=etas>
- McBride, Kevin, David Naumec, Ashley Bissonnette et al. "Brief History of the Pequot War," *Battle of Mistick Fort Site Identification and Documentation Plan Public Technical Report*. 2011.  
[http://pequotwar.org/wp-content/uploads/2011/05/MPMRC\\_-NPS-ABPP\\_Public-Technical-Report-of-MISTICK-FORT-BATTLE\\_2013.pdf](http://pequotwar.org/wp-content/uploads/2011/05/MPMRC_-NPS-ABPP_Public-Technical-Report-of-MISTICK-FORT-BATTLE_2013.pdf)
- Thomas Prince ed., John Mason, *A Brief History of the Pequot War: Especially of the Memorable Taking of their Fort at Mistick in Connecticut in 1637* (Written ca. 1660). S. Kneeland & T. Green: Boston, MA, 1736. Pgs. 18-44.
- MPMRC Collections. Underhill Woodcut Print, 1638. Depicts attack on Mistick Fort. May 1637.

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### **PRIOR LEARNING, CONNECTIONS, STUDENT NEEDS OR INTERESTS, COMMON MISCONCEPTIONS:**

- This lesson will occur at the end of a unit.
- Students have been learning about Native American and European Settler relations as well as the Pequot War throughout the unit

### **SUGGESTED DIFFERENTIATIONS:**

- Different mediums of information (primary source reading and image, secondary source description of events).
- Whole class discussions and group work.

### **CROSS-DISCIPLINARY CONNECTIONS:**

- Art (woodcut examination)

### **FORMATIVE ASSESSMENT PROCESSES (INCLUDING STUDENT SELF-ASSESSMENT):**

- Students will be able to discuss their ideas and findings in a group and as a class to check for understanding.
- Students will create a brief description of the events leading up to the attack on Fort Mistick.